



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

well-informed of the basic facts of agriculture, but it is likely to leave him cold. Perhaps I will express just what I mean if I say that the book is too academic.

However, until the perfect textbook is written, Harris and Stewart may justly claim to have made a significant contribution to the "Rural Textbook Series." In the hands of a teacher who knows agriculture and how to teach it, this volume may easily be made the basis for important work in the classroom. Not as a book to be memorized, or conned for an array of facts with no co-ordination, but as a framework upon which the class may build, *Principles of Agronomy* has its place. As its authors suggest, its use should be preceded by a more elementary course, and it should be followed by work in animal husbandry. For the school giving only one course in agriculture, a more elementary text would seem to be desirable.

W. A. FREEHOFF

WAUKESHA, WIS.

School Hygiene. By ROBERT A. LYSTER, M.D. 2d ed. Baltimore: Warwick & York, 1915. Pp. viii+388. \$1.15.

The notable physical features of this admirable book are its convenient size and practical illustrations. The chapters on lighting and heating, ventilation, and sanitary appliances are unusually clear and adequate. Teachers will find that they discuss these important subjects in a very instructive manner. This is also true of the chapters on school fittings. Methods of examination of the school child are discussed in detail, so that after reading this chapter it will be easy to make an accurate study of the physical characteristics of the pupil. Personal hygiene is carefully presented, and there is some space devoted to mental development, the common ailments of children, accidents, and epidemic diseases. The latter is not handled wholly from the modern viewpoint. In other respects the book is desirable.

JOSEPHINE YOUNG

UNIVERSITY OF CHICAGO

Technique of Play Writing. By CHARLTON ANDREWS. (The Writer's Library.) Springfield: Home Correspondence School, 1915. Pp. xxix+269. \$1.62.

The present text belongs to the great class of books intended to instruct the novice in some one form of literary composition. As such, it has all the negative virtues of its class. It cannot be said that any student who follows out the doctrines of Mr. Andrews' text will go violently wrong. It is more important for probable purchasers to know the equally certain fact that they are unlikely to be violently right. Just as college classes in short-story writing seldom or never produce good short stories, so it is highly improbable that a student of this text will ever write the great American drama. Dramatists have an unfortunate habit of being born, though it is also essential that they